Commissioner's Weekly Field Memo
Friday, June 17, 2016

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Action Item Calendar

Monday (June 20): Final Program Core Data - Due
Monday (June 20): Final Coordinated Early Intervening Services (EIS) - Due
Monday (June 20) – Reports on interventions due
June 24: Roster Verification Principal Signoff (Stage 3) – Closes
June 30 – Asset Protection Plan due
July 8 – Evaluation data due
July 15 – Housing Aid applications due
July 15 – Physical-restraint data due
August 1 – Fast-Track Repair Program intent letter

Notes from Commissioner Wagner

1. **House budget supports key education initiatives**

As we await final action by the Senate and the conclusion of the 2016 session of the General Assembly, we at RIDE were pleased to see that the budget that the House approved for Fiscal Year 2017 includes $1.4 billion in aid to education, a $40-million increase over the current fiscal year.

The House budget includes continued funding for Governor Raimondo's building-skills priorities, such as:

- Prepare RI, which enables high-school students to take courses for college credit, at no cost to them, with more than 5,800 students participating in the first year of the initiative; and
- P-Tech and career-technical education initiatives (e.g., the Electric Boat Partnership) that prepare high-school students for challenging careers in growing industries.

The House budget also supports several of Governor Raimondo's statewide education initiatives, including:

- $80 million for school construction (including $9 million for shovel-ready projects funded through the School Building Authority);
- passage of the Empowerment Act, which gives schools the opportunity to become Empowerment Schools with unprecedented autonomy and flexibility;
- new funding ($500,000) to provide leadership training to principals and aspiring school leaders and to support schools planning to become Empowerment Schools;
- new funding ($260,000) to support Governor Raimondo's initiative for computer-science education in every public school; and
- new funding ($500,000) for Governor Raimondo's initiative that will enable all students in public high schools to take the PSAT and SAT tests at no cost to them, and during the school day.

The House budget article revises the funding formula for aid to education to account for educational costs that school districts bear while charter public schools do not (e.g., education of children below age 5 and over age 18 who have special learning needs, teachers' pensions), following up on recommendations from Governor Raimondo's Funding Formula Working Group.

The House budget also provides, through the funding formula, new or additional aid to school districts for several of Governor Raimondo's key education initiatives, including:

- new funds ($2.5 million) for the education of English learners;
- new funds ($1.5 million) to support districts with a large share of students attending public schools of choice;
- $4.5 million (an increase of $2 million) for high-cost special education;
- $5.2 million (an increase of $1.2 million) for early childhood education and expansion of the R.I. Pre-kindergarten program;
- $4.5 million (an increase of $1 million) for career-technical education;
- $6.4 million (an increase of $2 million) for nonpublic and some regional transportation; and
- new funds ($800,000) to increase the group home per-bed aid, from $15,000 to $17,000 (and from $22,000 to $26,000 for CRAFT beds at Bradley Hospital).

Although we will not receive all of the education funding Governor Raimondo proposed, the budget that the House approved on Wednesday maintains and advances support for public education and we look forward to moving ahead with these important education initiatives.

From RIDE

Data Collection:

2. **Two reports created for review of personnel data before submission via eRIDE**

As we have migrated the collection of special education personnel data from the Consolidated Resource Plan (CRP) into the Personnel Assignment Submission system (PAS) in eRIDE, we have continued to make improvements to ensure the efficiency and accuracy of the data report to the U.S. Department of Education.

Last year was the first year we added the collection of the Related Service Personnel and Teacher Assistant data into the PAS system. There were a number of significant variances in the data collected in the PAS system last year compared with the date we had reported in previous years. In order to improve the accuracy of the collection this year, we have created two reports that will allow you to review your data for Related Service Personnel and Teacher Assistants before the data collection is closed.
This review process should improve the accuracy of the data you are submitting. Please keep in mind that the collection of Related Service Personnel includes individuals employed *and contracted* with you LEA to provide the services reported as FTEs.

Personnel Assignment can be found within the Personnel Data Collection (PDC) application on eRIDE. The file specification for this collection can also be found on eRIDE. If you have any questions about roster verification, please submit a help-desk ticket, at https://support.ride.ri.gov.

3. *Reminder*: Roster Verification for principals due June 24

The third and final stage of Roster Verification will run through June 24. During this stage, principals will verify and sign off on all the rosters for their school.

The principal's user guide is available at:

http://ride.ri.gov/TeachersAdministrators/EducatorEvaluation/EducatorPerformanceandSupportSystem(EPSS).aspx.

If you have any questions about roster verification, please submit a help-desk ticket, at https://support.ride.ri.gov .

4. *Reminder:* **Several data collections are open, due this month**

The following are upcoming data-collection deadlines:

- **Monday (**June 20): Final Program Core Data - Due
- **Monday (**June 20): Final Coordinated Early Intervening Services (EIS) - Due
- **Monday** (June 20): Physical Restraint Data Collection - Opens
- June 24: Roster Verification Principal Signoff(Stage 3) – Closes
- June 27: Signed EOY - EIS, Homeless, Student Contact & Title I Reports - Due
- June 30: English Language Learners (ELL) Census - Due
- June 30: Personnel Data Collection (PDC) - Due
- June 30: Uniform Chart of Accounts - Due
- June 30: CTE Collection for Approved Programs - Due
- June 30:   System Rollover - Special Ed Evaluations- Due
- June 30: Special Ed Evaluations- Quarter 4 Due

Information about upcoming data collections can be found on the data collection calendar. Weekly collection webinars provide details regarding upcoming collections, along with a question-and-answer session.

Dual Enrollment:

5. Majority of students at ACE earn college credits

The Academy for Career Exploration (ACE), a district-operated charter public school in Providence, reports that nearly 60 percent of the ACE students (more than 100 students) will end the school year with college credits from the University of Rhode Island – either in Computer Science Concepts or Introduction to Writing. This is good news and shows alignment with two of Governor Raimondo's key education initiatives: opportunities for high-school students to earn college credit (Prepare RI) and computer-science courses in every public school (CS4RI). Congratulations to the students and educators at ACE and at URI for supporting these initiatives.

From the U.S. Department of Education (USED)

6. USED issues guidance on gender equity in CTE programs

As part of the Administration's United State of Women Summit, the U.S. Department of Education Office for Civil Rights (OCR) and Office of Adult, Career, and Technical Education have released a [Dear Colleague Letter](#) to make clear that all students, regardless of their sex, must have equal access to the full range of career and technical (CTE) programs offered.

Ensuring that all students have access to high-quality secondary and postsecondary CTE programs is central to achieving equity required in law. The [Carl D. Perkins Career and Technical Education Act](#) requires states to meet negotiated targets for participation and completion rates of males and females in programs that are nontraditional for their sex. Despite efforts to increase enrollment of male and female students in fields that are non-traditional for their sex, disparities persist in certain fields.

The letter clarifies the legal obligations under the civil rights laws that OCR enforces to ensure equitable access to CTE programs and provides examples of issues that may raise concerns regarding compliance with these obligations. While the letter focuses on discrimination based on sex in CTE programs, the USED is focused on working with schools to ensure that their CTE programs are free from all forms of unlawful discrimination.

From other state agencies

7. BHDDH conducting survey on mental health, substance abuse

The Department of Behavioral Health, Developmental Disabilities and Hospitals (BHDDH) asks school leaders to take part in a brief survey about mental-health and substance-use services in Rhode Island. This survey is being administered as part of a federal planning grant to establish Certified Community Behavioral Health Centers. BHDDH would like to hear from school districts about the services they feel are most needed in their community.

Please follow the link below to access the survey. You may forward the link to others who you think might be interested in completing this survey:

https://www.surveymonkey.com/r/CCBHCNeedsAssessment

From other organizations

8. Registration open for Summer 2016 Standards Institute

There are just three weeks until UnboundEd's Standards Institute Summer 2016! If you haven't registered yet, we encourage you to do so

soon, as many of our programs are filling up. We look forward to welcoming you to this one-of-a-kind learning experience:

Register Now.

Join educators from across the country for an intensive and transformative learning experience designed to improve, develop, and sustain instructional excellence for teachers, coaches, and leaders of ELA and math. Nearly 75 percent of previous participants report that they have incorporated ideas from Institute into their practice.

If you've already attended a Standards Institute, you can join us again; this year we've added exciting new sessions for returning attendees that focus on supporting English Language Learners in the classroom. Review the full agenda to learn more about the pathways for teachers and leaders of math and ELA.

RIDE will post this field memo on Tuesday, at:

http://www.ride.ri.gov/InsideRIDE/FieldMemos.aspx